

**Texas Education Agency  
Standard Application System (SAS)**

**2015-2016 Public Charter School Program Start-Up Grant**

<b>Program authority:</b>	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           RECEIVED            10/16/2014            10:00 AM            10/16/2014         </div>
<b>Grant period:</b>	May 1, 2015, to July 29, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, December 16, 2014	Place date stamp here.
<b>Submittal Information:</b>	<b>Four</b> complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Grand Prairie ISD	057910	Uplift Lee 057910136	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
175-6001697	10	13	07-933-2763
Mailing address		City	State ZIP Code
2602 Beltline Rd		Grand Prairie	TX 75052

**Primary Contact**

First name	M.I.	Last name	Title
Pat		Lewis	Chief School Imprvmt. Officer
Telephone #	Email address		FAX #
972-237-5532	patricia.lewis@gpisd.org		(972) 237- 4026

**Secondary Contact**

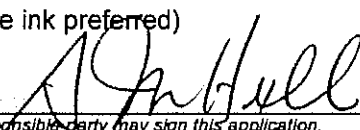
First name	M.I.	Last name	Title
Jerry		Burkett	Director Strategic Partnerships
Telephone #	Email address		FAX #
972-237-5378	jerry.burkett@gpisd.org		(972) 237- 4026

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Susan		Simpson Hull	Superintendent
Telephone #	Email address		FAX #
972-237-5300	susan.simpson@gpisd.org		(972)237-5440
Signature (blue ink preferred)		Date signed	

  
 Only the legally responsible party may sign this application.

701-15-101-012

**Schedule #1—General Information(cont.)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) <b>OR</b> a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul>
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a	A completed Attachment 1 from the "To the Administrator Addressed" letter dated

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	<b>Public Charter School</b>	August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See <a href="http://www.tea.state.tx.us/index4.aspx?id=25769806846">http://www.tea.state.tx.us/index4.aspx?id=25769806846</a> .
5	<b>Campus Charter Information Form</b>	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See <a href="http://www.tea.state.tx.us/index4.aspx?id=25769806846">http://www.tea.state.tx.us/index4.aspx?id=25769806846</a>

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</li> </ol>

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By TEA staff person:

	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ol style="list-style-type: none"> <li>Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation that clearly demonstrates the supplementary nature of these funds.</li> <li>The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> <li>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</li> </ol>

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Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Grand Prairie Independent School District (GPISD) is partnering with Uplift Education to open a new charter school. The campus will open as a K-2 elementary program with GPISD and Uplift Education utilizing shared resources to increase student success. The new school is located in the middle of Grand Prairie near increased economic development for the city. The goal of this partnership is to offer an innovative style of education for children living in Grand Prairie based on the Schools of Choice model created by GPISD in concert with the expectations and curriculum of Uplift Education. GPISD/Uplift Education will establish an early learning pathway to college readiness by personalizing learning, utilizing blended learning strategies, and employing inquiry-based learning opportunities in the classroom.

The new school will open as the third in-district charter school in GPISD. The new school, Uplift Lee, will serve K-2 grades with a grade added each year until the primary school expands to K-5. The school will have its own director (principal), administrators, teachers, and support staff. All school functions will be directed by the school staff including instruction, child nutrition, and educational operations. The school will receive support from the GPISD Education Center in the areas where centralization has shown to be efficient and effective – Human Resources, Finance, Property Management, Legal, Instructional Technology, Fundraising, Communication, and Marketing. GPISD staff and Uplift Education will support the school during new student recruitment and enrollment process.

Grand Prairie ISD will support the campus by providing a facility for the charter campus. The campus will be housed at Robert E. Lee Elementary in a section of the campus that is closed to the main building. However, the charter campus will make use of Lee Elementary facilities for lunch, art, music, and physical education. GPISD will manage attendance and PEIMS for the school. GPISD will also be responsible for maintenance and operations of the campus, as well as the technological infrastructure of the building.

Applications for enrollment into Uplift Lee will be available on [www.GPISD.org](http://www.GPISD.org). The school will be listed as an option among the GPISD "Schools of Choice." Parents will submit applications in spring 2015. Once the application deadline has been reached, Uplift Education will conduct a lottery, if necessary, to place students into the charter school.

The goal for the campus is to combine the resources of Grand Prairie ISD and Uplift Education to serve the students of Grand Prairie, Texas, with a goal to close academic achievement gaps of all students and prepare them for college and careers. To do this, students will undergo assessments including NWEA's Measures of Academic Progress (MAP) to measure college readiness at each grade level. Each student will have personalized learning goals and plans established by teachers and discussed with students and parents. Lesson planning will be guided by data and blended learning strategies will ensure every child receives the personalized instruction and practice to improve skills and content mastery. By providing a rigorous curriculum and intensive support, students will increase their academic performance by one year for students on grade level and 1.5 years for students in the bottom two quintiles as measured by MAP in the first year of operation. Students will be reassessed using MAP in the spring to measure achievement toward goals and gaps.

The Uplift Lee will serve a large number of students who will be English language learners (ELL), and instruction will be tailored for each student to meet academic performance goals. Students are assessed using the IPT and TELPAS instruments to determine proficiency levels and ESL-certified teachers will deliver instruction. Students classified as ELL will benefit from personalized learning through small group instruction within the boundaries of a larger classroom. Uplift Education teachers will help students achieve their personalized learning goals, by:

- setting annual academic and social/emotional goals by student;
- creating annual adaptive learning maps by student to achieve mastery by content areas;
- grouping students into three small groups rotating every 30 minutes through personalized stations for core content areas, providing students time to work on independent and group projects to apply learning; and
- using adaptive computer programs such as ST Math and Achieve 3000 to meet students at their current learning level.

Analytics not only drive personalized learning for students, but also for teachers. The *iShine* system (Uplift Education data/reporting portal) integrates many sources of data in one place for teachers, leaders, and instructional coaches. This

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allows professional development to be personalized for our educators for individual or group training. Notably when CFA data is available, teachers meet three times a year for Collaboration Days. Teachers learn how to read the results, teaching strategies, and methods of lesson planning to close achievement gaps. Teachers work within grade levels and content areas, which allow them to work closely with their peers. This is especially useful for English and Language Arts teachers since at 74% of the students at Uplift Lee will be ELL. Teachers at the new school will participate in professional development days as well.

Critical for the development of students in early childhood education is literacy. To support a robust literacy curriculum, GPISD will support Uplift Education teachers with training and materials using the Fountas and Pinnell Leveled Literacy Instruction; a systematic approach to small-group reading instruction as described through their research-based approach to Guided Reading Instruction. GPISD will provide training and resources to Uplift Education teachers on the guided reading model and also provide ongoing support and materials as the campus adds grade levels and students.

Teachers will participate in comprehensive staff development in July before the school year begins. They will be supported by instructional coaches and observed at least 4 times through the school year. Teacher recruitment for Uplift Lee will be open to current Uplift teachers, which will allow us to staff the school from staff experienced uses our model of instruction. All teachers will be trained in Flippen Leadership, which is a requirement for all GPISD campuses. GPISD will be responsible for providing this training to Uplift Education teachers.

Another critical component to student and school success is parent engagement. Parents will be encouraged to be involved in their child's education and school during the enrollment process. Since the Uplift website offers language translations, parents will be encouraged to learn about parent engagement activities at our other primary schools. Meaningful opportunities for parent involvement will be planned for the first and subsequent school years. During the first year of operation, parents will be offered the opportunity to attend Parent University to introduce parents to the college preparation process and the strategies used in primary school to place their child on this path. Teachers will ensure parents are up to date on their child's academic progress toward college readiness. As students move to secondary school, their parents will have a "college success" vocabulary and commitment to the goal of college graduation.

The *Family Guide to Uplift* (available in Spanish) informs parents about their new school and ways to participate their child's education. We will ask parents to volunteer at least 20 hours each school year. In year two, the school will organize the *Volunteer in Partnership*. Uplift will solicit feedback from teachers, counselors, and parents to customize classes and meet the needs of students and parents and keep them informed. Uplift administers a feedback survey once a year to parents. After which, our CEO conducts town hall meetings at our campuses to share the results and facilitate discussions with parents around key concerns. Finally, Uplift Lee will have representation on our local board for the Grand Prairie area. Such representation on the local board will include parents and local community members from Grand Prairie. The local board supports the school by overseeing academic goals, problems solving with the local school leadership, and reaching out to the parents and community for support. After our first year, the school will pilot open computer lab hours on evenings for students and their families to engage in learning together

The TEA start-up funding will allow Grand Prairie ISD to ensure technology infrastructure to adequately supports the Uplift Education blended learning model, provide literacy kits and other instructional materials to support ELL students and teachers, offer staff development for Flippen Leadership training, prepare facilities, and ready operational support for application and enrollment. Funding will ensure all stakeholders are prepared for the first day of school and successful first and subsequent school years.

The Grand Prairie Independent School District has been working with Uplift Education very closely to establish a process for planning and implementation of the campus. Several "working groups" have been created that include members of both educational agencies that focus on various aspects of the planning of the campus charter. The groups include finance, technology, parent engagement and outreach, and curriculum and instruction. The working groups have been meeting regularly since September 2014.

Uplift Lee will build a college readiness focused school with a culture based on the character traits of The International Baccalaureate Learner Profile. These traits are designed to be imbedded into the general curriculum to develop students to make extraordinary contributions to the campus and community. The traits are embodied within the IB mission statements and juxtaposed with the missions of Uplift Education and GPISD. These traits develop students to become inquirers, knowledgeable of various concepts and ideas, thinkers, communicators, principled as they act with a strong

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 057910			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12					
Grant period: May 1, 2015, to July 29, 2016			Fund code: 258		
<b>Budget Summary</b>					
<b>Schedule #</b>	<b>Title</b>	<b>Class/ Object Code</b>	<b>Planning: Direct Program Cost</b>	<b>Implementation: Direct Program Cost</b>	<b>TOTAL Budgeted Cost</b>
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$391000	\$391000
Schedule #9	Supplies and Materials (6300)	6300	\$19,000	\$263500	\$289500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$29500	\$38000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$73216	\$73216
Grand total of budgeted costs (add all entries in each column):			<b>\$19,000</b>	<b>\$757,216</b>	<b>\$791,716</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementa- tion Costs	TOTAL Payroll Budgeted
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
<b>Other Employee Positions</b>						
15	Title			\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$	\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$	\$	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implement- ation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$		\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	
<b>Professional Services, Contracted Services, or Subgrants</b>					
#	Description of Service and Purpose	Check If Subgrant	Planning	Implemen- tation	TOTAL Budgeted
1	Fountes and Pinnell Literacy Training	<input type="checkbox"/>	\$	\$21000	\$121000
2	Flippen Leadership Training	<input type="checkbox"/>	\$	\$26000	\$26000
3	Uplift Education	<input type="checkbox"/>	\$	\$350000	\$350000
4		<input type="checkbox"/>	\$	\$	\$
5		<input type="checkbox"/>	\$	\$	\$
6		<input type="checkbox"/>	\$	\$	\$
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$391000	\$391000
a. Subtotal of professional and contracted services requiring specific approval:			\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:			\$	\$391000	\$391000
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$	\$391000	\$391000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Amount Budgeted
	1	Teacher Genius Station	All-in-One Classroom Presentation Station (includes projector, interactive display, computer, document camera, voice augmentation and sound system)	15	\$7000	\$0	\$259500	\$259500
	2	Mobile Computer Cart (Lab)	Mobile Computer Cart (Lab) for Student Use (includes cart and 30 tablet devices)	2	\$21000			
	3	Classroom Student Computers	Classroom set of computers for student use	50	\$1500			
	4	Teacher Laptop Computer	Issued teacher laptop computers for use in classroom instruction and collaboration	15	\$1500			
	5	Campus administration computer	Campus administration offices	5	\$2000			
	6	Manipulatives	For use in hand-on learning and instruction	1	\$5000			
	7				\$			
	8				\$			
9				\$				
10				\$				
6399	Technology software—Not capitalized					\$15000	\$259500	\$277500
6399	Supplies and materials associated with advisory council or committee					\$4000	4000	12000
Subtotal supplies and materials requiring specific approval:						\$	\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$	\$
Grand total:						\$19000	\$263500	\$289500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>				
County-District Number or Vendor ID: 057910		Amendment number (for amendments only):		
Expense Item Description		Planning	Implementation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$10000	10000
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$5000	\$5000
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$4000	\$8000	\$12000
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$15000	\$15000
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$5000	\$5000
<b>Grand total:</b>		<b>\$</b>	<b>\$29500</b>	<b>\$38000</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>						
County-District Number or Vendor ID: 057910				Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>						
#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>						
1	Scholastic Leveled Bookroom, 3 <sup>rd</sup> Ed	N/A	N/A	\$0	\$18,000	\$18,000
2		N/A	N/A	\$	\$	\$
3		N/A	N/A	\$	\$	\$
4		N/A	N/A	\$	\$	\$
5		N/A	N/A	\$	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>						
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>						
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>						
23	1 <sup>st</sup> -2 <sup>nd</sup> Student Chairs	225	\$34.35	\$	\$7,728.75	\$7,728.75
24	1 <sup>st</sup> -2 <sup>nd</sup> Student Desks	225	\$141.55	\$	\$31,848.75	\$31,848.75
25	Kinder Student Chairs	25	\$30.85	\$	\$762.50	\$762.50
26	Kinder Student Desks	25	\$143.20	\$	\$3,580.00	\$3,580.00
27	Teacher Desks	12	\$471.20	\$	\$5,654.40	\$5,654.40
28	Teacher Chairs	12	\$105.60	\$	\$1,267.20	\$1,267.20
29	Kidney Tables	3	\$244.00	\$	\$732.00	\$732.00
30	File Cabinets	12	\$207.20	\$	\$2,486.40	\$2,486.40
31	Dry Erase Boards	5	\$231.20	\$	\$1,156.00	\$1,156.00
32			\$	\$	\$	\$
33			\$	\$	\$	\$
34			\$	\$	\$	\$
35			\$	\$	\$	\$
36			\$	\$	\$	\$
37			\$	\$	\$	\$
38			\$	\$	\$	\$
39			\$	\$	\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$73,216</b>	<b>\$73,216</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In selecting the Lee Elementary community for the new Uplift Lee School, consideration of student demographics, educational need, and family/community support for school choice were considered in identifying and prioritizing the need for a new charter school.

**Community Demographics:** Grand Prairie is a growing community, experiencing growth of 38% from 2000 to 2010. The city grew nearly 4% from 2010 to 2012 and is likely to continue growth due to its proximity to Dallas and the I-30 corridor to Arlington and Fort Worth. Forty-seven percent of the community is comprised of ethnic minorities (primarily 42.7% Hispanic), with a significant number of the population (31%) under the age of 18.

Further, 40.6% of the population speaks a language other than English in the home. Although the median household income is \$51,592, 72% of the children attending GPISD are economically disadvantaged (as measured by federal school lunch guidelines for free or reduced lunch). Notably, 87% of the students in the elementary schools closest to our location are economically disadvantaged. Recruitment of students will focus within a three to five mile radius of the school location. We will support a community experience at the school and minimize the demand on families to transport their children to the new school by providing bus transportation.

**Educational Need:** Even though, the new school is implemented as K-2, the campus will become a K-5 campus over the course of a few years. GPISD and Uplift seek to partner together to foster a college and career-focused early childhood school within the Lee Elementary community. In 2012, GPISD reported 88% of the students were ethnic minority (particularly 72% Hispanic), 74% economically disadvantaged, and 51% at risk. In addition to the numerous innovative schools of choice offered in GPISD, this school becomes the first charter school with a partnership with Uplift Education with a primary focus on college preparation, especially in the lower income, predominately Hispanic community where the school will be located.

As Hispanic and African American children continue to lag behind in reading and math achievement (according to NCES), the school will focus on improving scores to a 1.5 or higher grade level with significant emphasis on English language learners (ELL) in English and language arts. All content area teachers will be ESL certified. We will personalize learning by establishing and monitoring learning goals defined after English proficiency testing (using IPT and TELPAS).

Scheduled Measures of Academic Progress (MAP) assessments provide real-time results to teachers. MAP, Common Formative Assessments, and STAAR testing are all part of Uplift's rigorous measurement tools to identify gaps so that personalized lesson planning guides can be blended with classroom learning strategies.

The International Baccalaureate (IB) framework is inquiry based and empowers students while creating opportunities for teachers to deepen the learning experience necessary for college. The focus on college readiness begins in kindergarten and every child who wants to attend college should be prepared for the attending and succeeding in college and career. This framework will be the basis for character education at Uplift Lee.

**Demand for School Choice and Community Support:** GPISD and Uplift Education have both advocated for quality schools of choice. GPISD has become a leader in the state of Texas for offering public schools of choice to GPISD residents and students who live within 50 miles of the GPISD attendance zone. GPISD offers fine arts programs, STEM education, career and technical education, and has established the Grand Prairie Collegiate Institute, an advanced academics in-district charter school (6-12) that will graduate students core complete through dual credit and AP course offerings.

Uplift Education has developed a reputation for strong teacher training, blended learning, and college readiness. The organization has experience in establishing charters in low-income communities to provide parents school choice when private schools are financially out of reach and traditional public schools have struggled to meet the needs of the parents and students in the community.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase the choice of learning opportunities within GPISD to include a bilingual campus targeting English language learners in grades K-2.	GPISD and Uplift Education will use their combined resources and experience in offering high quality schools of choice for parents to create a K-2 elementary campus that will help propel ESL students. The campus will have a strong literacy focus and emphasize small group instruction, which is essential for second language students.
2.	Improve teaching and student learning through the integration of Uplift Education curriculum that focuses on the development of reading, math, and writing skills, as well as study skills, time management, and college readiness.	Building on Uplift Education's history of creating schools that are focused on college readiness, the charter school will emphasize a strong foundational curriculum in literacy and mathematics. Hands on learning and technology development will be emphasized.
3.	To establish a school that focuses on closing the achievement gap for minority students and prepares the students from their first years in school to be ready for college and success in college.	The new charter school will emphasize Flippen Leadership and "Capturing Kids' Hearts" along with International Baccalaureate Learner Profile to focus on character education, college readiness, and career development.
4.	To establish a culture that promotes positive, high expectations for students and staff focusing on learning and creating productive, responsible leaders in the community.	Although the campus will be located in an unused area of an existing school, the campus will have a unique identity. Students will wear uniforms, teachers will be developed through a common training process provided by both Uplift Education and GPISD, and embody a very different culture when compared to other elementary schools in North Texas through a focus on bilingual and character education and college and career readiness.
5.	To establish and build a strong foundation of literacy, writing, and phonics skills through strong teacher training and aggressive student intervention.	To enhance the learning needs of the students in the Lee Elementary community, build a strong foundation of literacy, and close the achievement gap for low-income and minority students; the campus will have a strong literacy focus with strong training for teachers in reading and writing development.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Managing Director (Area Superintendent)	Managing Director reports to CEO; Must have over five years of experience as school leader (principal) of public charter school and traditional school; Demonstrated results of academic achievement and leadership; preferably in an urban setting.
2.	School Director (Principal)	Must have five years of combined teaching and leadership experience in public school preferably with primary students; Record of advanced training and educational leadership; principal certification, bilingual; commitment to mission of school; demonstrated results in closing achievement gaps.
3.	Network ESL Coordinator	Uplift Education's Network ESL Coordinator had four years as a certified classroom teacher, with 24 years teaching ELL students; She has nine years a bilingual/ESL instruction and two years as a Data and Language Placement Facilitator. She was a trainer for ELPS –Region 11 (2010-11) and can train teachers at Uplift Grand on Sheltered Instruction Observation Protocol (SIOP). Finally, her certifications include: ESL, Master Reading Teacher, and Principal Texas Teaching Certifications.
4.	School Dean	Must have experience in instructional leadership and exceptional organizational and communication skills; and a Bachelor's degree (B. A. / B.S.) from four-year college or university.
5.	Chief Administrative Officer	Five years of experience in legal and governance issues related to public charter schools; law degree or similar degree; knowledge of compliance requirements for public and charter schools.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Obtain and equip suitable facilities for school	1. GPISD to renovate facility for school	02/01/2015	06/01/2015
		2. GPISD to restructure technological infrastructure	03/01/2015	06/01/2015
		3. GPISD to install furniture, technology, and related equipment	06/01/2015	06/30/2015
		4. GPISD to order furniture for 2 <sup>nd</sup> year expansion	12/1/2015	3/1/2016
2.	Recruit teachers and professional staff	1. Uplift to post position openings (internal)	12/01/2014	03/01/2015
		2. Uplift to recruit for open positions (external)	1/1/2015	4/1/2015
		3. Uplift to select school leaders (principal and deans)	12/01/2014	03/31/15
		4. Uplift to finalize selection and hiring of teachers	03/01/2015	06/15/2015
3.	Recruit and enroll students	1. GPISD/Uplift to advertise school through web and media	01/01/2015	04/30/2015
		2. GPISD/Uplift to facilitate information sessions for the public	01/10/2015	07/01/2015
		3. GPISD to solicit applications through online Schools of Choice process	04/01/2015	07/31/2015
		4. Schedule admitted students for enrollment process	05/15/2015	06/10/2015
4.	Conduct professional development for staff	1. Uplift to facilitate new teacher orientation and training	07/15/2015	7/22/2015
		2. GPISD to facilitate Flippen Leadership and Literacy training	07/27/15	08/06/2015
		3. Uplift to facilitate student assessment and review training	7/22/2014	7/30/2014
		4. Facilitate required compliance training	7/22/2014	8/1/2014
		5. Review on campus planning and team work	7/22/2014	8/1/2014
5.	Set-up operations team	1. GPISD to ensure facility maintenance	06/01/2015	08/15/2015

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**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feedback and continuous improvement is a best practice for both GPISD and Uplift Education.

1) Uplift Education integrates feedback to drive our continuous improvement process at every step to teach, assess, and support students, educators, and leaders. Before opening a new school, Uplift solicits feedback from families and stakeholders to understand the needs of the children from their perspective and experience. GPISD and Uplift Education will work together to meet with parents and leaders even after the schools opens.

2) A major driver in the continuous improvement process is regular assessments to track student progress toward academic goals. Measures of Academic Progress (MAP) are administered in the Fall and Spring to measure student growth. MAP is used to measure the students' performance against national standards. Growth goals are established and progress monitored, and intervention outlined. Each year, the academic team sets its goals for student achievement and growth for all students. Common Formative Assessments (CFA) are administered at least three times a year and academic teams meet after each CFA to analyze results and make necessary adjustments in teaching strategies.

3) Uplift Education has a comprehensive observation and feedback framework (include internal school reviews) for measuring and encouraging highly effective performance across the network. Educators and leaders participate in a mid-year and annual feedback survey also.

4) Uplift Education ensures numerous touch points with students and parents for feedback, which include a survey and active parent engagement activities, volunteer opportunities, and campus town halls. Additionally, parents are invited to participate in a CEO committee where major program plans are discussed and vetted before scaling across the network. Finally, Uplift local school boards discuss successes and growth opportunities and to benefit the school, students, and families.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grand Prairie Collegiate Institute in the GPISD was the first in-district charter school. The campus began as a 6th-8th middle school campus and will grow each year into a high school program. The following year, GPISD opened its second charter campus, the School for the Highly Gifted, a K-5 campus focused on students who are identified gifted and talented. Both charter schools are highly successful and sought after by parents and students in GPISD and outside the GPISD attendance boundary. Each campus has a waiting list and is building a resume of success.

Building on the success of these two campuses, GPISD and Uplift Education will work together to build a new campus focused on K-2 education with a college readiness and character education. The combined resources of GPISD and Uplift Education will be used to focus on the development and success of the campus as each entity builds on their experience in creating high quality schools of choice for parents and students. These coordinated efforts will work to serve students in the Lee Elementary community.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	MAP (nationally normed test - NWEA)	1.	By May 2015, 90% of each cohort in grades K-2 will score at or above grade level on the MAP test
		2.	90% of the students will meet yearly individual growth targets
		3.	
2.	IPT (Idea Proficiency Test)	1.	By May 2015, 80% of English Language Learners (ELL) will grow one level in language proficiency as measured by an oral language proficiency test (IPT).
		2.	
		3.	
3.	DRA (Developmental Reading Assessment)	1.	By May 2015, 90% of kindergarten and first grade students who began the year reading on grade level will increase achievement by one year on the DRA
		2.	
		3.	
4.	Parent Engagement	1.	By May 2015, a parent organization will be established with identified parent leaders and at least two scheduled meetings with at least 30 parents in will attend.
		2.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) GPISD and Uplift Education are organizations that are data-driven and use a comprehensive and systematic assessment strategy to measure student academic growth, attainment of standards, and college readiness. In the fall and spring the MAP will be administered to establish a baseline of student achievement and then measure and report academic progress. All ELL students will test using the IPT and TELPAS to drive lesson plans that strengthen language proficiency will ensure content mastery. Common Formative Assessment covers specific course instruction so that teachers know where additional modeling and practice is needed. Teachers meet across content areas to share and learn new methods for facilitating learning in the classroom. Last year, 64% of kindergarten students across Uplift schools began the year in the bottom quartile of performance nationally on reading assessments. However, our teachers set individual goals for each student which is generally quite aggressive – at least 1.5 times the average academic growth rate of the national testing norms. By the end of the year, less than a quarter of our kindergarten students were in the lowest quartile.

2) GPISD and Uplift Education promote the discussion of student assessments and other performance data with our students and parents. Daily or weekly classroom grades and teacher comments will be posted in the student information system (Power School), which is available to school leaders and also accessible to parents via the web. Frequent contact with parents ensures students receive support at home also necessary for success.

3) Uplift CMO also reviews academic data and provides additional support to the school as needed. The managing director (area superintendent) meets weekly with school leaders to address any challenges and to provide support as needed. The Uplift Board of Directors also reviews school milestones and performance at monthly board meetings.

4) Enrollment numbers will be reviewed weekly during the recruitment season by the GPISD and Uplift working groups and provide support and resources for recruitment through advertising, scheduled events, and management of the application and lottery process and the enrollment process after the lottery.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grand Prairie ISD has established a campus charter for the 205-2016 school year. The campus will be known as Uplift Lee, which has been designated in AskTed (the TEA database). The charter was approved by the GPISD Board of Trustees, which will serve as the charter holder, on December 11, 2014.

Uplift Lee will be administered using the following structure:

- The GPISD Board of Trustees will serve as the charter holder.
- The GPISD Board of Trustees designates its Superintendent to serve as chief administrator of all schools, including district charters.
- In the case of Uplift Lee, the Superintendent works with the Uplift Education CMO to make campus personnel decisions (e.g. campus administrators, principal, coordinator, counselors, teachers, paraprofessionals). These individuals will oversee campus decisions, management, operations, and curriculum using the approved GPISD charter plan.

This school will be unique in the respect that it will have access not only to the resources of GPISD, but also those of Uplift Education. The campus will work with both educational organizations to ensure statutory compliance, adherence to TEA requirements, financial management, accreditation, and accountability. Campus administrators will work with district administrators to ensure compliance with all state-required testing. Uplift Lee will provide campus reports to the Uplift Lee/GPISD working groups to identify potential issues related to performance, data reporting, IDEA, assessment, nutrition, student safety, and teacher certification.

The charter will utilize a student management database provided by GPISD. The charter will submit all annual audits as required to TEA with the oversight of GPISD.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.**Note:** All applicants must address this statutory requirement.

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Uplift Lee will receive the majority of its funding from the TEA (Foundation School Program funding) based on student attendance and specific demographic characteristics of the student population. The budget projected for the new school, based on weighted average daily attendance received by GPISD, as well as the projected demand for this new school, shows that after the first two years of operation, the new school will have sufficient funds from per pupil funding to be self-sustaining. Since the school will serve economically disadvantaged students and may qualify as a Title I school, entitling the school to additional federal funds. Opportunities for specific funding are expected for delivering services to special population students, including special education and English language learners (ELL).

Uplift Education has an active fundraising program that seeks out private sources of funding to supplement state and federal revenues and grant opportunities that fit the academic mission of the school. The focus is on raising funds to close the gap in the first two years of operation, ensuring the school can establish the leadership and learning culture with a limited number of grades and students. For these funds, we seek private foundation and donor support, and have a strong track record of acquiring this funding for other new schools.

GPISD will provide services in the areas of finance, facilities management, compliance reporting, technology support, and legal support. The Uplift CMO will support the campus through human resources and a dedicated teaching and learning team to assist in professional development and evaluation of all Uplift teaching staff, as well as providing student assessment and data analysis for the schools. GPISD financial services include seeking bond financing for expansion of school facilities that is built into the projected budget.

GPISD will use provided grant funds to support the furnishing, technology, and training needs of the staff. Per pupil funding and GPISD budgeting will support to sustain the campus. GPISD will contract with Uplift Education for various services and exchanges to support funding for food service, transportation, energy resources, and salary and benefits.

#### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

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**Note: All applicants must address this statutory requirement.**

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GPISD has received the following waivers, which will be extended to Uplift Lee. These waivers were approved in 2014 with expiration in 2017:

- Staff Development Days: will allow Uplift Lee to modify professional development, allowing three professional learning days beyond the standard school year. The benefit of this waiver is teachers will be able to participate in additional staff development opportunities during summer 2015, including Flippen Leadership and Fountes and Pinnell trainings.
- Modified Schedule State Assessment Testing Days: will allow Uplift Lee to adjust class schedules on state testing days to mitigate instructional interruptions.
- Teacher Data Portal of Texas Assessment Management Systems: will allow Uplift Lee to utilize GPISD's teacher portal for data access, reporting, resources, and training.

It is not anticipated that Uplift Lee will request additional waivers.

#### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

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GPISD has emerged as a leader in providing school choice opportunities for parents over the last four years. The district has developed an independent school district model for providing high quality public education choices for parents that includes fine arts, STEM, environmental science, and college and career opportunities. Building upon the success of two previously established charter campuses, GPISD will partner with Uplift Education to once again offer quality education options for Grand Prairie students with high poverty and limited educational opportunities in areas of the Grand Prairie community.

The TEA Start-Up Grant allows the students of the Lee Elementary community, who currently attend a struggling and sprawling elementary campus, to attend a smaller, literacy-focused, school of choice with teachers who are highly trained through the combined resources and experiences of GPISD and Uplift Education. The funds will focus on four main areas for impact and improvement:

**Teacher Training.** Comprehensive teacher development with focus on in Flippen Leadership, Fountas and Pinnell Literacy, and IB Student Profiling for character education will be provided with funds from the grant in to ensure the development of a student-success focused culture focused. Teachers will learn strategies to meet the specific instructional needs of low-income students while focusing on character education, college readiness, and literacy.

**Technology.** Building on extensive MAP, TELPAS, and IB testing, the campus will utilize access to technology education and applications to develop an individualized instructional focus for each student. Teachers will be able to access student profiles online that illustrate each individual student's instructional need and use these profiles to assist with planning, instruction, and assessment.

**Literacy.** Critical for the development of students in early childhood education is literacy. To support a robust literacy curriculum, GPISD will support Uplift Education teachers with training and materials using the Fountas and Pinnell Leveled Literacy Instruction; a systematic approach to small-group reading instruction as described through their research-based approach to Guided Reading Instruction. Fountas and Pinnell teach that reading text is classified according to various parameters, such as word count, number of different words, number of high-frequency words, sentence length, sentence complexity, word repetitions, and illustration support. While classification is guided by these parameters, syllable type, an important consideration in beginning reading, is not considered as part of the leveling system. Small books containing a combination of text and illustrations are then provided to educators for each level.

GPISD will provide training and resources to Uplift Education teachers on the guided reading model and also provide ongoing support and materials as the campus expands in student enrollment and offers additional grade levels and students.

**Character/College Readiness.** Uplift Lee will build a college readiness focus based upon with a culture focused on the character traits of The International Baccalaureate Learner Profile. These traits are designed to be imbedded in the general curriculum to develop students to make extraordinary contributions to the campus and community. The traits are embodied within the IB mission statements and juxtaposed with the missions of Uplift Education and GPISD. These traits develop students to become inquirers, knowledgeable of various concepts and ideas, thinkers, communicators, principled as they act with a strong sense of fairness and respect, and open-minded to culture and history. Students will also learn to be caring, risk-takers, balanced in their academic and emotional development.

#### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a

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statutory requirement for this federal program.

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**Individuals with Disabilities:** Grand Prairie ISD, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under section 612. Amounts provided to the GPISD shall be expended in accordance with the applicable provisions and (i) shall be used only to pay the excess costs of providing special education and related services to children with disabilities; (ii) shall be used to supplement State, local, and other Federal funds and not to supplant such funds; and (iii) shall not be used to reduce the level of expenditures for the education of children with disabilities made by the local educational agency from local funds below the level of those expenditures for the preceding fiscal year unless the reduction is attributable to a permitted exception or an allowable adjustment to local fiscal effort in certain fiscal years. GPISD shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of section 612(a)(14) and section 2122 of the Elementary and Secondary Education Act of 1965. Funds provided to GPISD will be used for the following activities (notwithstanding paragraph (2)(A) or section 612(a)(17)(B) (relating to commingled funds): (i) Services and aids that also benefit nondisabled children.—For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education program of the child, even if 1 or more nondisabled children benefit from such services. (ii) Early intervening services.—To develop and implement coordinated, early intervening educational services in accordance with subsection (f). (iii) High cost education and related services.—To establish and implement cost or risk sharing funds, consortia, or cooperatives for the local educational agency itself, or for local educational agencies working in a consortium of which the local educational agency is a part, to pay for high cost special education and related services. GPISD will also use funds received under this part to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the individualized education program of children with disabilities.

The charter campus and their students as a school of GPISD will: (A) serve children with disabilities attending charter campus in the same manner as GPISD serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school campus to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public schools. GPISD will provide funds under this part to those charter schools: (i) on the same basis as the local educational agency provides funds to the local educational agency's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and (ii) at the same time as the agency distributes other Federal funds to the agency's other public schools, consistent with the State's charter school law. Purchase of instructional materials. GPISD provides instructional materials to blind persons or other persons with print disabilities in a timely manner and purchases instructional materials in the same manner and subject to the same conditions as a State educational agency acquires print instructional materials under section 612(a)(23). Grand Prairie ISD shall provide the State educational agency with information necessary to enable the State educational agency to carry out its duties under this part, including, with respect to paragraphs (15) and (16) of section 612(a), information relating to the performance of children with disabilities participating in programs carried out under this part. GPISD shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of such agency under this part. GPISD shall cooperate in the Secretary's efforts under section 1308 of the Elementary and Secondary Education Act of 1965 to ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging, among the States, health and educational information regarding such children.

#### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

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**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Uplift Lee will serve approximately 250 students in grades K-5 from the Lee Elementary community. The campus will be located inside the existing Lee Elementary campus in GPISD. The education program will focus on literacy, English language learning for second language students, college readiness, instructional technology and character education.

Critical for the development of students in early childhood education is literacy. To support a robust literacy curriculum, GPISD will support Uplift Education teachers with training and materials using the Fountas and Pinnell Leveled Literacy Instruction; a systematic approach to small-group reading instruction as described through their research-based approach to Guided Reading Instruction. GPISD will provide training and resources to Uplift Education teachers on the guided reading model and also provide ongoing support and materials as the campus adds grade levels and students.

Uplift Lee will serve a large number of the students who will be English language learners (ELL) instruction will be tailored for each student to meet academic performance goals. Students are assessed using the IPT and TELPAS instruments to determine proficiency levels and ESL certified teachers deliver instruction. Students classified as ELL will benefit from personalized learning through small group instruction within the boundaries of a larger classroom. Uplift Education teachers will help students achieve their personalized learning goals, by:

- setting annual academic and social/emotional goals by student;
- creating annual adaptive learning maps by student to achieve mastery by content areas;
- grouping students into three small groups rotating every 30 minutes through personalized stations for core content areas, which gives students time to work on independent and group projects to apply learning; and
- using adaptive computer programs such as ST Math and Achieve 3000 to meet students at their current learning level.

Teachers and students will utilize various online web services for assessments and data to drive decisions related to student learning. Each classroom will be equipped with teacher and students computer stations for testing and instruction. MAP testing and student data profiles will be accessible by teachers as well as the working groups of the GPISD and Uplift Education team.

Uplift Lee will build a college readiness focus with a culture focused on the character traits of The International Baccalaureate Learner Profile. These traits are designed to be imbedded in the general curriculum to develop students to make extraordinary contributions to the campus and community. The traits are embodied within the IB mission statements and juxtaposed with the missions of Uplift Education and GPISD. These traits develop students to become inquirers, knowledgeable of various concepts and ideas, thinkers, communicators, principled as they act with a strong sense of fairness and respect, and open-minded to culture and history. Students will also learn to be caring, risk-takers, balanced in their academic and emotional development.

#### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to**

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traditional campuses within the district.

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Uplift Lee will utilize a decentralized management plan to shift decision-making authority from the central office to the campus level. All decisions of educational consequence will be made at the campus-level with a goal to enhance achievement for high-need students. Decision-making will be based upon student-level data and will not be subject to regulation by the district. Multiple stakeholders, including the campus principal, teachers, parents, and students will lead decision-making.

- **Campus Leadership:** The campus principal, with accountability for Uplift Lee's success, will function as the site manager with overall responsibility to supervise operations, leadership, and campus curriculum.
- **Teachers:** will be offered influence in professional learning communities, which will make decisions related to instructional fund allocations, campus and academic goals, parent engagement, and school trips. Additionally, by providing teachers incentives to obtain additional certification and completed professional learning, the school will improve leadership and buy-in among those individuals with the most direct influence on students.
- **Campus Improvement Committee:** As important stakeholders in the charter, the Lee Elementary Campus Improvement Committee will serve in a supervisory capacity, overseeing effective implementation of the charter plan including setting schedules, policies, and budgets.

Uplift Lee's management plan relies upon a system of checks and balances that ensures all stakeholders work in concert with each other to ensure campus success. Each working group reports to another working group for approval of plans. Students, parents, teachers, administration, and project partners have parity on the Lee Elementary Campus Improvement Committee, which will reach agreement through consensus. This allows Uplift Lee to utilize ongoing monitoring and feedback to quickly address concerns at the campus level. Under this working group structure, Uplift Lee will be able to meet the goals of its innovative educational plan, while achieving critical success factors to meet student success goals.

#### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Academic performance at Lee Elementary meets state and federal standards. In 2013 the campus received an accountability rating of *Academically Acceptable* from the state of Texas.

The Campus Improvement Plan outlines five goals developed to meet student needs, each with a corresponding objective detailed expected change, the group that will achieve change, and quantification of change. For each objective, performance measures and methodology to determine progress have been identified as described below.

**GOAL 1: Increase the choice of learning opportunities within GPISD to include a bilingual campus targeting English language learners in grades K-2.**

GPISD and Uplift Education will use their combined resources and experience in offering high quality schools of choice for parents to create a K-2 elementary campus that will help propel ESL students. The campus will have a strong literacy focus and emphasize small group instruction, which is essential for second language students.

**GOAL 2: Improve teaching and student learning through the integration of Uplift Education curriculum that focuses on the development of reading, math, and writing skills, as well as study skills, time management, and college readiness.**

Building on Uplift Education's history of creating schools that are focused on college readiness, the charter school will emphasize a strong foundational curriculum in literacy and mathematics. Hands on learning and technology development will be emphasized.

**GOAL 3: To establish a school that focuses on closing the achievement gap for minority students and prepares the students from their first years in school to be ready for college and success in college.**

The new charter school will emphasize Flippen Leadership and "Capturing Kids' Hearts" along with International Baccalaureate Learner Profile to focus on character education, college readiness, and career development.

**GOAL 4: To establish a culture that promotes positive, high expectations for students and staff focusing on learning and creating productive, responsible leaders in the community.**

Although the campus will be located in an unused area of an existing school, the campus will have a unique identity. Students will wear uniforms, teachers will be developed through a common training process provided by both Uplift Education and GPISD, and embody a very different culture when compared to other elementary schools in North Texas through a focus on bilingual and character education and college and career readiness.

**GOAL 5: To establish and build a strong foundation of literacy, writing, and phonics skills through strong teacher training and aggressive student intervention.**

To enhance the learning needs of the students in the Lee Elementary community, build a strong foundation of literacy, and close the achievement gap for low-income and minority students; the campus will have a strong literacy focus with strong training for teachers in reading and writing development.

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Key district and campus personnel including teachers, administrators, parents, and community members will comprise the Uplift Lee Educational Improvement Committee. Representatives from partner agencies will also be invited to attend team meetings in person or through technology. Project partners include: members of the Uplift/GPISD Working Groups, the Flippen Group, and Lee Elementary.

The Uplift Lee/GPISD Working Groups have been instrumental in planning the charter campus. If the sub-grant is awarded, members of the team will attend the Charter School Orientation to oversee the process of making the charter school operational. Once the charter is awarded by the State Board of Education, a Campus Improvement Plan will be implemented in accordance with the charter application approved by the State Board of Education. The team will serve as an advisory board to implement and evaluate the progress of the school based on the goals, objectives, milestones, and outcomes outlined in the grant application.

The committee will meet quarterly to review district data, analyze district needs, evaluate current efforts, and update grant implementation based on the information. The charter and district will retain and maintain on file evidence of:

- Participation in creation of the campus charter plan (meeting minutes, attendance records, and/or any other evidence of planning);
- Participation in creation of the campus improvement plan;
- Ongoing monitoring of campus data to determine progress toward meeting objectives and goals;
- Using feedback to make changes to activities and milestones based on data.

If changes to the charter are desired based on formative evaluation of the committee, the governing body of the charter holder, the Board of Trustees, will request that the charter be amended by the Commissioner of Education. The committee will also oversee the summative evaluation of the charter at the end of the first year of operation based on the charter application. Parents or community members may participate in this process or provide feedback to the Educational Improvement Committee at any time during the school year by contacting the Uplift Education CMO or GPISD.

#### Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.

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Uplift Lee will recruit students who are members of the Lee Elementary community. During the spring of 2015, the district will recruit grade PK to 2<sup>nd</sup> grade students from primarily Lee Elementary, GPISD, and from school districts surrounding GPISD.

Uplift Education and GPISD will hold parent meetings to introduce the new campus concept to parents and students. The topics to be discussed include:

- The campus principal and leadership team, school hours and schedule, and the academic expectations will be introduced;
- The concepts of Uplift Education and their philosophy, Fountas and Pinnell, International Baccalaureate, and instructional technology will be presented;
- Participation in homework, events, and parent-teacher conferences will be reviewed.

The district will use the annual GPISD Experience as a major tool in recruiting and advertising for the new campus. The event is held at John A. Dubiski Career High School in January and is designed to showcase each campus and program of choice in the school districts. Advertisements and notices are sent to parents and community members in the Grand Prairie area as well as the 50-mile radius extending beyond the GPISD attendance zone.

All students within Grand Prairie ISD enrollment boundaries and students living within a 50-mile radius of the district will be eligible to attend the charter campus. The admissions policies will be officially documented within the charter contract. The campus will utilize a first come, first served application process (TEC §12.117). When openings occur, the charter will offer the space to the next person on the waiting list accordingly. Uplift Lee will not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic ability, artistic ability, athletic ability or the district the student would otherwise attend, providing the child's residence is within the charter's geographic boundaries. Families interested in enrolling a child in the campus will be expected to apply using an online application portal on the GPISD website. The applications will be open between January 2015 and March 2015 for Uplift Lee application purposes. Families will be required to provide their children's birth certificate, transcript or grades, attendance records, health records, and behavior reports to complete the enrollment process. Families without Internet access are provided technology access and support in completing the application at Lee Elementary, any GPISD campus, and the GPISD Education Center. Lee Elementary students will be given priority for enrollment. If more students apply for admission than can be served at the campus, the charter will admit students on a lottery basis, which will be conducted by Uplift Education.

#### **Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a

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charter;

2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. If the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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To meet the needs of the Lee Elementary community, the GPISD Board of Trustees developed a working relationship with Uplift Education, as well as the Lee Campus Improvement Committee. Each stakeholder reviewed and researched the requirements to establish an in-district charter partnership specifically to meet the needs of this community.

As part of this research, the visited GPISD's two successful in-district charter campuses, The Grand Prairie Collegiate Institute and the School for the Highly Gifted. From best practices and experiences gleaned from these existing charters, the Uplift Lee stakeholders were able to develop a plan of action related to the establishment of a charter school specific to their individual needs. The plan included a detailed framework for curriculum, instruction, governance, administration, parent engagement, budget, and operations.

On November 6, 2014 the Director of Strategic Partnerships and the Executive Director for Schools of Choice introduced the proposed charter plan to the GPISD Board of Trustees. The Board approved the charter application on December 11, 2014.

Lee Elementary is a neighborhood school in GPISD with enrollment of 895 students in K-4. The majority (87.2%) of the student population served by the campus is economically disadvantaged. Hispanic students comprise 87.2% of the Lee Elementary School population, with 59.5% classified as English Language Learners (ELL). The Lee Elementary Campus Improvement Committee recommended that the campus house a charter with the mission to provide a safe and supportive environment for student learning. Under the GPISD School of Choice model, Spanish and English speakers will be recruited to attend the charter. Curriculum will be organized around three specialized instructional programs to prepare students to succeed academically and within a global society – literacy support through Fountes and Pinnell, instructional technology, and International Baccalaureate character education.

The nature of this charter school/public ISD partnership is unique. GPISD will contract with Uplift Education to provide staff, teachers, training, and curriculum. GPISD will provide a facility, specialized staff development, furniture and technology for the campus. The campus will be provided the autonomy to make adjustments to its educational plan, which will be driven by site-based management and continuously monitored by GPISD/Uplift Education for effectiveness.

GPISD currently offers 14 schools of choice, which offer specialized opportunities for students within a public ISD setting. Of the GPISD schools of choice, this campus represents the only charter/ISD partnership serving elementary students.

#### Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 12:** Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.

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**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day

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decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Lee will be a campus charter school of choice in the Grand Prairie Independent School District. GPISD will be the sponsoring organization to which the charter is granted under TEC, Chapter 12, Subchapters D and E. The GPISD Board of Trustees will be the governing body of the charter. Under the direction of the GPISD Board of Trustees, the Uplift Education Superintendent will serve as the chief administrator/officer of the campus. The principal will report directly to the Uplift Education Superintendent. Key personnel will include counselor, coordinators, and teachers.

The charter campus will be operated in accordance with the charter application. If changes to the charter are desired, the Grand Prairie ISD Board of Trustees will request that the charter be amended by the commissioner of education. The campus will have the ability to utilize the combined resources of GPISD and Uplift Education; however, the campus charter will govern autonomously. The Campus Improvement Committee comprised of educators, parents, community members, and business partner representatives will serve as an advisory committee to implement and evaluate the charter based on the Educational Plan of evidence based Goals, Objectives, Critical Success Factors, Action Steps, Milestones, and Outcomes developed during the planning process. The Uplift Education principal will work with the committee in implementing operations, curriculum and leadership initiatives outlined in the charter. Decisions will be implemented by the site-based committee.

#### Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the

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manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grand Prairie Independent School District will conduct an annual financial audit of the Uplift Lee campus charter. The audit will be conducted separately from the district's regular annual audit. The district will utilize the resources of an independent auditing agency that conforms to the guidelines of the Texas Education Agency.

The audit will be presented to the GPISD Board of Trustees and the Uplift Education CMO on an annual basis. Each education organization will approve the finding of the independent audit. The audit will meet all requirements prescribed by the Texas Education Agency and the State Board of Education. The Commissioner of Education will review the audit and make notification to the GPISD Board of Trustees and Uplift Education of any irregularities or violations in review of the annual report.

#### Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

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**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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The Uplift Lee Charter will apply for all appropriate federal funding. The campus will apply for all eligible formula federal funds through the GPISD application and receive funding through the school district. Uplift Education will not apply for funds on behalf of the campus. The campus principal will attend district training to understand how the funds can be used for the campus. The GPISD *Grants Management Manual* will be utilized to access information on the grants in place within the district and serves as a guide for policies regarding requests for funding and use of grant funds. The campus principal will work closely with the Director for Strategic Partnerships for GPISD for assistance with grant funds. Federal funds will be disbursed to the charter using the same procedures and on the same timeline as other GPISD campuses.

If appropriate, the district will apply for discretionary grants as a charter school in the GPISD through a competitive process. If awarded, funds will flow through the district on the timetable designated by the grant program. The campus principal or designee will be responsible for overseeing the grant for the campus. The charter will use the Program Guidelines of the federal grant program as well as guidance from the district to receive, manage, and report discretionary funds. The campus will work closely with GPISD district personnel to ensure compliance with all local, state, and federal policy.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools		90	85	80											255
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		90	85	80											255

**Total Staff**

14

**Total Parents**

460

**Total Families**

307

**Total Campuses**

1

**TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools		50	90	87	90										317
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		50	90	87	90										317

**Total Staff**

16

**Total Parents**

540

**Total Families**

360

**Total Campuses**

1

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057910

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students In To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)		8	4	4											16
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>		8	4	4											16

**TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	Grand Prairie ISD	Hobbs Williams Elementary	057910131
2.	Irving ISD	Gilbert Elementary School	057912122
3.	Arlington ISD	Berry Elementary	220901101
4.	Arlington ISD	Thornton Elementary	220901114
5.			
6.			

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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